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# DIGITAL MANUAL STRATEGY COMMUNICATIVE FOR INVOLVE YOUNG PEOPLE WITH DYSLEXIA IN REALITY ASSOCIATIVE



# disclaimer

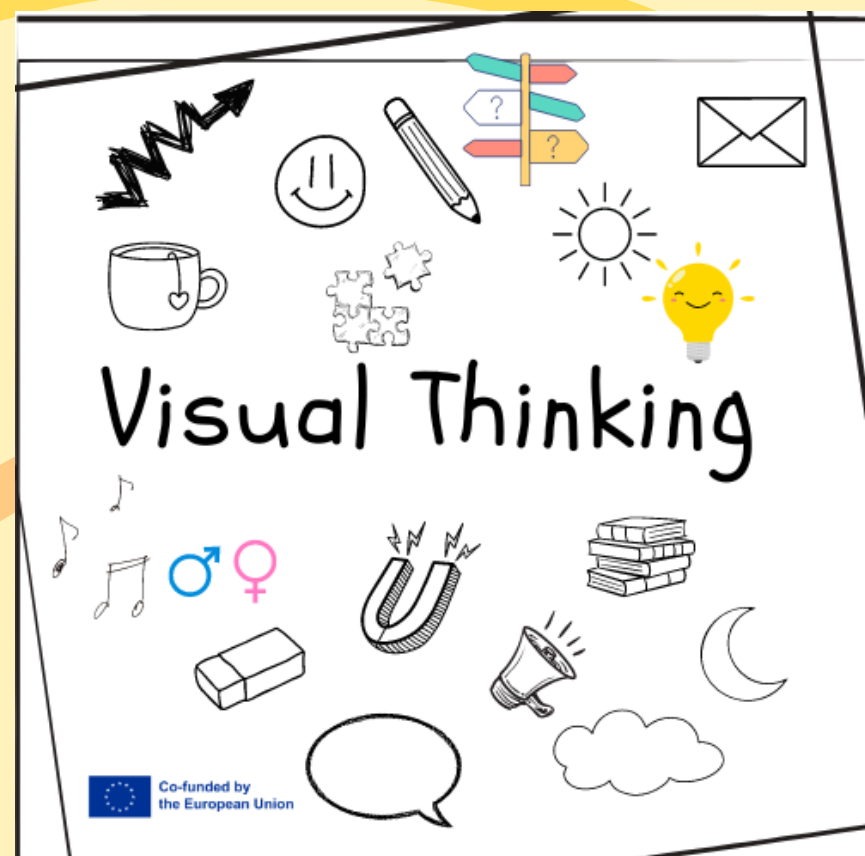
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# about the project



Project ID: **101093494**

Programme(s): **Erasmus+ (ERASMUS+)**

Topic(s): **ERASMUS-YOUTH-2022-CB**

Type of action: **ERASMUS Lump Sum Grants**

Starting date: **1 January 2023**

End date: **31 December 2024**

Deliverable D3.2: **“Digital manual strategy communicative for involve young people with dyslexia in reality associative”**

**The Visual Thinking 4 You(th)** project has the general objective of promoting the social inclusion of dyslexic young people between 13 and 19 years old, through visual thinking, which consists of transmitting and exposing ideas through simple and easily recognizable images.

The goal of this method is to improve the student's level of learning by allowing them, through the use of images, to better understand ideas, define goals, identify problems and generate new concepts and is particularly effective for those who have cognitive peculiarities such as dyslexic people. In this context, the youth worker, a figure targeted by the project's activities, proves to be a key element for the involvement of these young people.

# specific objectives

1

Improving youth workers' knowledge about dyslexia and the potential of visual thinking as a tool for inclusion and learning. At the end of the first training activity, an improvement of at least 60% will be recorded

2

Building communication strategies to engage dyslexic young people aged 13-19 within youth organisations offering innovative and complementary learning approaches to formal education. At the end of the first workshop, the percentage of young people approaching these organizations will increase by at least 30% compared to the values recorded initially

3

Creation of learning methodologies focused on visual thinking specifically for dyslexic young people in order to increase their degree of integration and learning. At the end of the second workshop, the approach taken with young people aged 13-19 will be at least 60% more effective and integrative than more traditional methodologies



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# meet the PARTNERS



SOS Diritti e Legalità is an association that has been promoting the effectiveness of all-round rights for years, recent is the approval of the Europe project in the VET sector of the Erasmus+ program, 2021-2-IT01- KA210- VET-000048180, entitled "Towards a independent, responsible, inclusive and sustainable future." focused on social inclusion and the effectiveness of the right to training for people with autism.

Again, the target group that the project aims to embrace is individuals who exhibit cognitive specificities that require innovative approaches and methods. Building on this strand, SOS Rights and Legality strongly wanted to continue on the themes of the right to inclusion and learning with a particular focus on dyslexic youth aged 13 to 19.



Bosnian Representative Association for Valuable Opportunities, henceforth also referred to by the acronym BRAVO, has experience in more than 100 European projects both as a coordinator and as a partner with a focus on the youth sector. There are several proposals that stand in continuity with respect to the focus of Virtual Thinking 4 You(th), by way of example only we mention Art of creative thinking, 2019-3-BG01-KA105- 077742, in project that aims to impart to the animator skills and knowledge about creative thinking. In fact, this form of thinking can contribute to improve the potential and achievements of young people in education but also in the world of work. Such skills prove to be fundamental to the present proposal.



Association for progress, education and lobbying PEL Skopje, henceforth also referred to by the acronym PEL has for years been active in the youth sector to contribute to the effectiveness of the rights promoted by the European Commission, especially with reference to those with fewer opportunities, for this invests so much energy in the training and recognition of the figure of the animator as a concrete factor of social change. Among the various contributions made in the theme, we find the project Youth Workers International Networks, of the Erasmus+ program, 608525-EPP-1-2019-1-IT- EPPKA2-CBY-ACPALA promoted with the support of A.T.I.C. Thus, the aim of the project is to increase the leadership of youth workers, through the exchange of best practices among European and non-European, where, in order to create an efficient path of education in this field it is essential to create a strong network between organizations from different countries by supporting especially non-EU countries in this long path of developing their regional capacities.



**•mladi!info•**  
www.mladiinfo.me **MONTENEGRO**

Mladiinfo Montenegro, henceforth also referred to by the acronym m!M, has for years been guided by the vision that “Young people are key actors in the development of society.” On this assumption the daily activities of outreach, civic participation and education are focused predominantly on the youth sector. A project in the European arena already developed that will prove useful in terms of skills and thematic complementarity is “Circus pedagogy for inclusion in the Balkan” , 2020-2- SI02-KA105-015570, Erasmus+, which educates youth workers in order to diversify their pedagogical skills, increase the attractiveness and quality of their programs and provide them with an of innovative and flexible work to help them achieve their goals. The project aims to develop the animators’ pedagogical skills and in animation techniques to offer activities and programs that better meet the needs of individuals and the needs of the most disadvantaged groups.

Beyond Barriers Association, henceforth also referred to by the acronym BBA, has been working since its inception to promote inclusion, equal opportunities, a better quality of life for all young people, support the foundations for building a better society for present and future generations, and support the recognition of youth work and nonformal education. BBA has carried out several activities local and European projects that are in continuity with this project proposal such as: “Access for all, ” 2014-2-MK01-KA105-000242, a proposal that promotes equal access for all and provides the opportunity and tools to break down prejudices, stereotypes and increase awareness on the issue of social inclusion with special reference to people with fewer opportunities or those with disabilities.



**BEYOND BARRIERS**  
We believe in what we do

# introduction

This handbook is the culmination of the collaborative efforts of 50 dedicated individuals who came together to share their extensive knowledge and experience during a training course held in Sarajevo, Bosnia and Herzegovina. This course was a part of Visual Thinking 4 Youth project.

The participants in this training were not only experts in their respective fields but also youth workers with a deep understanding of how to engage young people and foster their involvement in NGO activities. Their collective expertise, combined with the training they gained during the VT4Y activities, have been used in shaping the content of this handbook.

A key focus of this project is to address the challenges faced by young people with dyslexia. The participants gained valuable insights and specialized knowledge about dyslexia through various project activities. This newfound understanding, combined with their existing expertise, has enabled them to create this resource that addresses the needs of young people with dyslexia.

This handbook provides a thorough exploration of dyslexia, including its definition, characteristics, and the unique challenges it presents. It offers practical strategies and best practices for engaging young people with dyslexia within organizational settings. The aim is to equip NGOs and youth workers with the tools they need to create inclusive environments where all young people, regardless of their learning differences, can thrive and contribute meaningfully.

In the following pages, you will find detailed information on how to identify and support individuals with dyslexia, effective communication techniques, and methods for creating dyslexia-friendly activities and programs. By implementing these strategies, organizations can enhance their inclusivity and ensure that young people with dyslexia are fully supported and empowered.

We hope that this handbook will serve as a valuable resource for anyone involved in youth work and NGO activities, fostering a greater understanding of dyslexia and promoting the active engagement of all young people in meaningful organizational roles.



Sarajevo



# what is dyslexia?

Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called a reading disability, dyslexia is a result of individual differences in areas of the brain that process language.



# what is dyslexia?

Dyslexia is not due to problems with intelligence, hearing or vision. Most children with dyslexia can succeed in school with tutoring or a specialized education program. Emotional support also plays an important role.


Though there's no cure for dyslexia, early assessment and intervention result in the best outcome. Sometimes dyslexia goes undiagnosed for years and isn't recognized until adulthood, but it's never too late to seek help.

Signs of dyslexia can be difficult to recognize before a child enters school, but some early clues may indicate a problem. Once a child reaches school age, child's teacher may be the first to notice a problem. Severity varies, but the condition often becomes apparent as a child starts learning to read.

# what is dyslexia?

Dyslexia signs in teens and adults are a lot like those in children. Some common dyslexia symptoms in teens and adults include:

- Difficulty reading, including reading aloud
- Slow and labor-intensive reading and writing
- Problems spelling
- Avoiding activities that involve reading
- Mispronouncing names or words, or problems retrieving words
- Spending an unusually long time completing tasks that involve reading or writing
- Difficulty summarizing a story
- Trouble learning a foreign language
- Difficulty doing math word problems



Dyslexia affects 20 percent of the population and represents 80–90 percent of all those with learning disabilities. It is the most common of all neurocognitive disorders.

# communication strategies

## parents of people with dyslexia

Parents of people with dyslexia play a crucial role in their children's lives, providing unwavering support and advocacy. Their dedication and perseverance are key factors in helping their children build confidence, develop coping strategies, and achieve their full potential despite the challenges of dyslexia.

Parents of individuals with dyslexia are often the first to encourage their children and later teens to explore new opportunities such as volunteering and engaging with organizations. Their support is crucial in building confidence and fostering a sense of curiosity and resilience in their children. Understanding the significant role parents play is essential, as their encouragement and advocacy can greatly influence their children's willingness to step out of their comfort zones and participate in various activities.



what we can do to affect them?



we should work on spreading the following messages:

have more patience with your child

it is possible to manage dyslexia very well

help him/her to be the better version of themselves

encourage your children

talk with professionals

talk to your children about their challenges

# dyslexic students

Students with dyslexia face unique challenges in their academic journeys, but with the right support, they can thrive and succeed. Dyslexia can affect reading, writing, and spelling skills, making traditional learning environments particularly demanding.

However, these students often develop strong problem-solving skills and creative thinking abilities as they find ways to cope with their learning differences.



# what do we need to know?

Dyslexia mostly affects the male population



Dyslexic people are often extremely creative individuals who excel at seeing the big picture, finding patterns



Often people with dyslexia are called lazy people but they are actually very creative

There are many easily available tools to help students and young people with dyslexia

Various tools aid dyslexic writers, including dyslexia-friendly fonts and supportive apps. For example, one of many apps that helps is **TextCortex**. It offers text-to-speech for reading impairments and assists in writing emails, blogs, and social media posts, ensuring grammar accuracy.

**Audiobooks** are a great alternative to reading, available on nearly any subject and beneficial for developing auditory understanding. They can be found in public libraries or downloaded as ebooks, which often include features like highlighters and adjustable backgrounds for a comfortable experience.

There are books with **dyslexia-friendly fonts** that can improve vocabulary, reading comprehension, and phonetic abilities. Dyslexia-friendly fonts are designed to improve readability for individuals with dyslexia. These fonts often include features like distinct letter shapes, heavier bottom parts, and larger spacing between letters and words.

While not specifically designed for dyslexia, **Arial** is often recommended due to its simple, straightforward letter shapes.





# strategy for youth workers and teachers working with people with dyslexia

## FIRST STEP

Think about activities  
that fulfill their very  
needs

Put your focus on the bright side  
while keeping track of the other  
lacking side

Make sure to individually  
approach everyone

Create a comfortable  
environment where everyone will  
feel free to express themselves

Everything can feel overwhelmed  
sometimes, but it can be solved  
through healthy communication

**Be innovative and inclusive**

Some teaching  
methods we can  
suggest are:

1. Doing energizers in between sessions so everyone can have a little fun and a little break. **It can help them concentrate**
2. Finding new and interesting ways to present the lessons such as games, movies and songs.

Workroom/classroom  
accommodation:

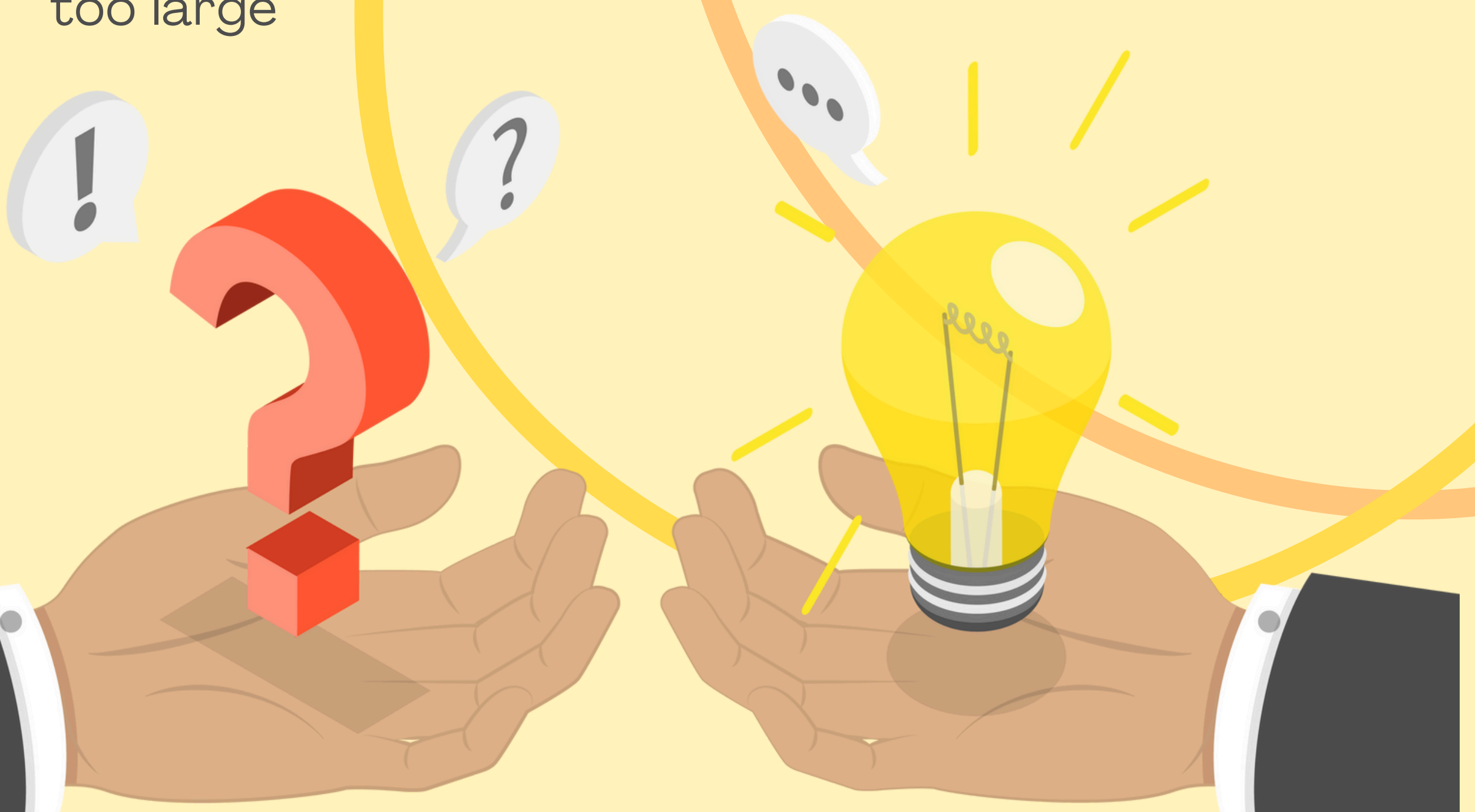
1. Classes/working rooms should be painted with warm and relaxing colors to help students/young people concentrate.

2. Everyone should be able to be comfortable at their own desk/work corner so they are at their top performance.



# messages to the policy makers

- Consider different learning needs when designing educational policies and materials (e.g., special needs students, dyslexic students, deaf students etc.)
- Deliver training to teachers on how to adapt their teaching styles to a diverse groups of students
- Provide NGOs with opportunities and funds to conduct non-formal learning to supplement formal education
- Involve NGOs when thinking about new educational policies
- Have conversations with technology companies to understand the latest educational technologies that could be used in schools
- Evaluate whether schools are equipped for all types of students (e.g., enlarged black print, ramps, sign-language instruction)
- Determine whether any schools have class sizes that are too large



# Importance of Inclusive Education Policies

Access to quality education is a human right, but not all students learn in the same way.

Additionally, as awareness of special needs (e.g. deaf students, dyslexic students, etc.) is growing, society is realizing that there are more students that do not learn in a traditional manner. However, this does not mean that they need to be segregated away from other students. Rather, they should attend the same schools so that they can make a diverse set of friends but must have access to special materials and teaching instruction that meets their needs. Even general teaching methodologies should be as inclusive as possible of students with different needs.



# Creating strategies for engaging dislexic youth in organizations



When creating a strategy, it's important to adhere to the SMART method, which ensures that goals are clearly defined and attainable. SMART stands for:

**MEASURABLE**

**SPECIFIC**

**ACHIEVABLE**

**SMART**

**TIME-BOUND**

**RELEVANT**

# SMART

## • Specific:

Goals should be clear and specific, answering the questions of what, why, who, where, and which. This clarity helps focus efforts and provides a clear direction.

Example: Instead of saying "Improve reading skills," a specific goal would be "Improve reading comprehension skills by practicing for 30 minutes daily with a tutor."

## • Measurable:

Goals should be measurable, allowing for progress to be tracked and assessed. This involves defining the criteria for success and determining how progress will be measured.

Example: "Increase reading speed by 20 words per minute within three months."

## • Achievable:

Goals should be realistic and attainable, considering the resources and constraints. This ensures that the goals are possible to achieve and not overwhelming.

Example: "Complete a reading comprehension workbook suitable for their grade level over the next four weeks."

## • Relevant:

Goals should be relevant and aligned with broader objectives. This means they should matter to the individual and align with other goals.

Example: "Improve reading skills to enhance overall academic performance and boost confidence in school."

## • Time-bound:

Goals should have a clear timeline or deadline. This adds a sense of urgency and helps in prioritizing tasks to ensure the goal is met.

Example: "Achieve a reading speed of 100 words per minute by the end of the school year."

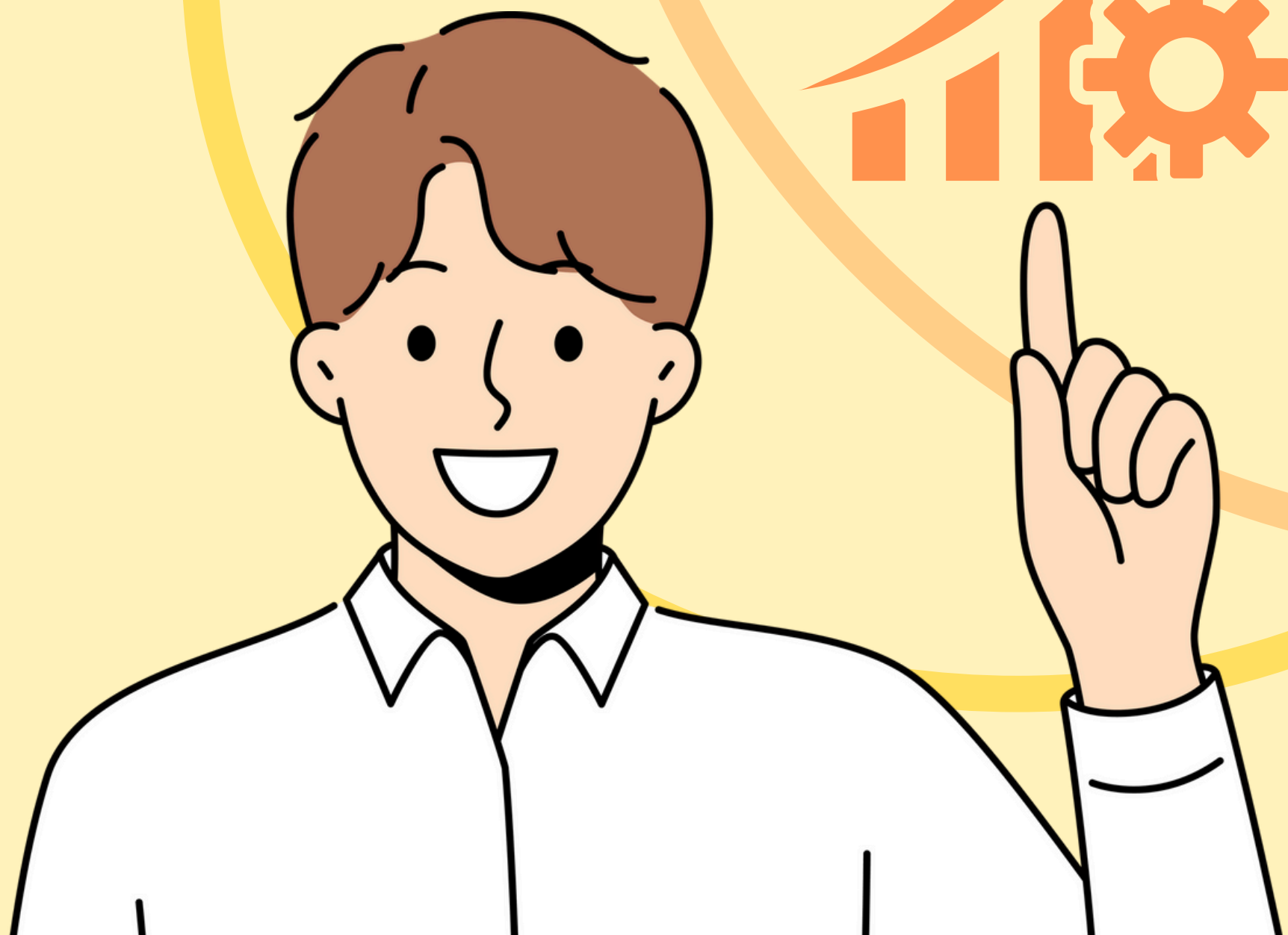
By following the **SMART** method, strategies can be developed that are

**CLEAR**

**REALISTIC** and

**ACHIEVABLE**

providing a structured path to success for students with dyslexia. This approach helps ensure that goals are well-defined and progress is easily monitored, fostering a supportive and effective learning environment.



# How does research help?



Research is essential for creating effective strategies to engage dyslexic young people in NGOs.

It helps identify their specific needs and challenges, ensuring that approaches are targeted and relevant. By relying on evidence-based methods, NGOs can implement proven interventions and allocate resources efficiently. Additionally, research informs the development of specialized training for staff, enabling them to support dyslexic individuals effectively. Continuous research also allows for monitoring and evaluation, ensuring strategies remain effective and adaptable.

**In the following pages, you will find examples of questionnaires for different target groups!**

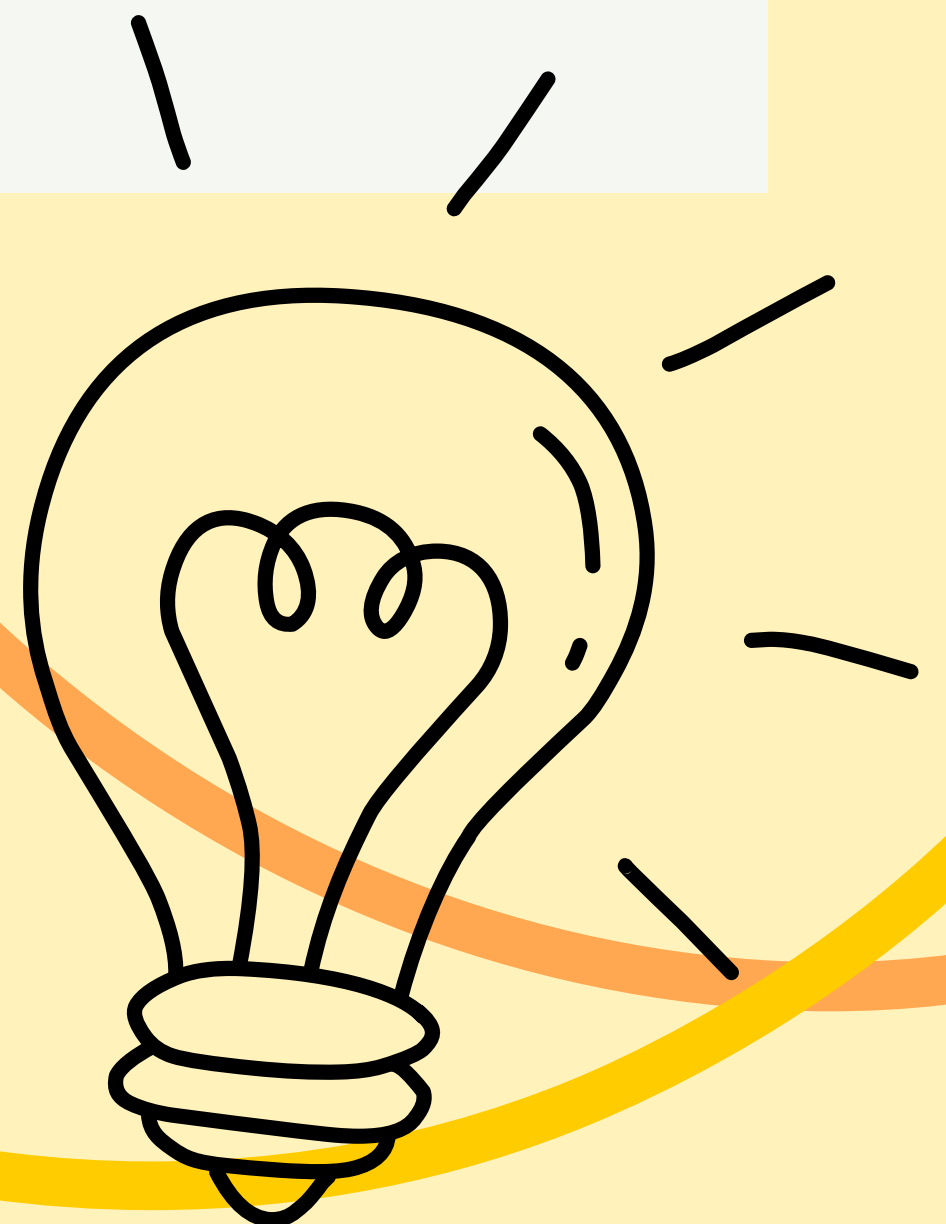
**By conducting the research and getting answers to these questions from members of your community, you can build a strong foundation for future change.**



# Questionnaire 1.

for young people with dyslexia

- When and how did you find out that you have dyslexia?
- What type of symptoms did you have?
- Does this condition affect the learning process?
- Do certain treatments reduce the symptoms?
- Do you feel that you are judged/bullied by other students because of your condition?
- How can teachers at school help your learning process?
- What do you think can be improved overall for your wellbeing?



# Questionnaire 2.

for parents of children with dyslexia

- How did you realize that your child is with dyslexia, which were the first symptoms?
- Does your child do treatments?
- Are these treatments expensive?
- Do you have any financial support from relevant institutions regarding the expenses?
- Do you feel that your child is properly integrated in the educational system?
- Does your child have bullying issues at school because of his/her condition?
- What do you think can be improved overall in your child's wellbeing?



# Questionnaire 3.

## for institutions and stakeholders

- How familiar are you with the term dyslexia?
- Do you have any employees with dyslexia?
- Can you name any specific tools that you use in your work that are dyslexia friendly?
- Are you open to trying out new dyslexia friendly methods and tools?
- Would you be open to organising workshops and seminars to raise awareness about work with people with dyslexia?
- What do you feel you can improve on when it comes to working with people with dyslexia in your institution/organisation?



After analyzing the results of these surveys in your community, you will gain valuable insights into the needs and difficulties faced by youth and people with dyslexia. This understanding will enable you to tailor your strategies and interventions more effectively, ensuring that they address the specific challenges and requirements of these individuals.





**VT4Y**

# IDEAS FOR SOCIAL MEDIA CAMPAIGN



A mix of informational content, engagement techniques, and calls to action to reach different audiences throughout the year

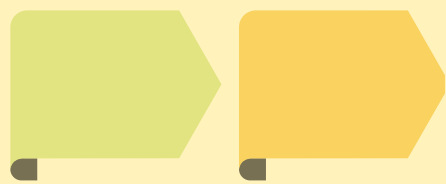
Message



# Month 1



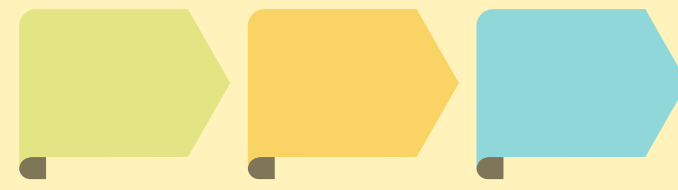
- **Vox Pop:** Conduct street interviews asking, "Do you know what dyslexia is?" (Instagram, TikTok) - Target: General public
- **Informative Post:** Slide presentation on dyslexia and project efforts. (Social Media) - Target: General public
- **Engagement Reel:** Share fun facts and notable people with dyslexia. (Instagram, TikTok) - Target: General public
- **Awareness Post/Video:** Highlight how people can assist and the message "We can help." (Social Media) - Target: General public



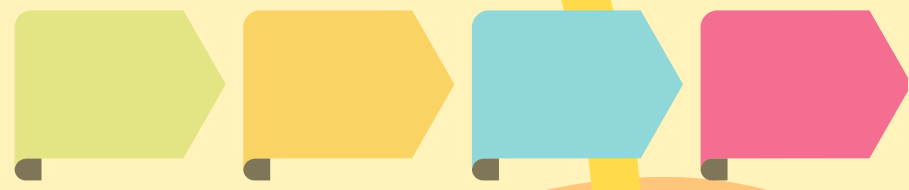
# Month 2

- **Vox Pop:** Pose general questions about dyslexia to show support for dyslexic individuals. (Social Media) - Target: Dyslexic people
- **Informative Post:** Provide tools and resources for dyslexic individuals seeking help. (Social Media) - Target: Dyslexic people
- **Engagement Reel:** Features from NGOs and experts to boost interaction. (Social Media) - Target: Dyslexic people
- **Awareness Post/Video:** Reinforce the message "We are here for you." (Social Media) - Target: Dyslexic people

## Month 3



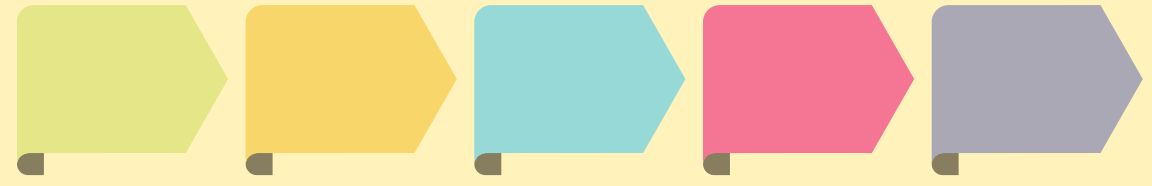
- **Vox Pop:** Interview on "Do you know visual thinking?" (Social Media) – Target: Educators (youth workers, teachers, social workers)
- **Informative Post:** Slide on visual thinking and methods. (Social Media) – Target: Educators
- **Engagement Reel:** Demonstrate how to create visual maps. (Social Media) – Target: Educators
- **Call to Action Post/Video:** Encourage educators to engage and support dyslexic youth. (Social Media) – Target: Educators



## Month 4

- **Vox Pop:** Ask, "Do you have friends with dyslexia?" (Social Media) – Target: Young people
- **Informative Post:** Guidelines on how youth can support each other. (Social Media) – Target: Young people
- **Engagement Reel:** Promote acceptance and embrace of diversity. (Social Media) – Target: Young people
- **Awareness Post/Video:** Encourage young people to get involved and raise awareness. (Social Media) – Target: Young people

# Month 5



- **Vox Pop:** Interview dyslexic young people on how parents can better support them. (Social Media) – Target: Parents
- **Informative Post:** Provide guidelines for parents to help their dyslexic children feel comfortable. (Social Media) – Target: Parents
- **Engagement Reel:** Feature contributions from dyslexic individuals. (Social Media) – Target: Parents
- **Awareness Post/Video:** Emphasize that dyslexic individuals are no different from others. (Social Media) – Target: Parents



# Month 6

- **Informative Post:** Update on current norms and practices related to dyslexia. (Social Media) – Target: Stakeholders and policymakers
- **Engagement Reel:** Showcase global best practices in dyslexia support. (Social Media) – Target: Stakeholders and policymakers
- **Call to Action Post/Video:** Invite stakeholders to participate in round tables and commit to supporting dyslexia initiatives. (Social Media) – Target: Stakeholders and policymakers
- **Recap Post/Video:** Summarize achievements and impact over the past months. (Social Media) – Target: General public





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# summary

This handbook, created by 50 experts and youth workers from the Visual Thinking Youth project, provides a comprehensive guide for supporting young people with dyslexia in NGOs and organizational settings. It covers an overview of dyslexia, including its symptoms and impact on learning, strategies for parents to support their children, and practical approaches for youth workers and teachers to create inclusive environments. The handbook also offers recommendations for policy makers on integrating diverse learning needs into educational policies and highlights the importance of using the SMART method for strategic planning. Additionally, it underscores the role of research in developing effective, evidence-based interventions to support dyslexic youth.

BRAVO – Bosnian Representative  
Association for Valuable  
Opportunities

*July 2024.*

